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ABSTRACT

An evaluation was done of the New York City Public Schools' Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE). During the 1990-91 school year, Project CHOICE served 437 Spanish-speaking limited English proficient (LEP) students at Fort Hamilton High School and Springfield Gardens High School. The students were recent arrivals in the United States from Central America and South America. Project CHOICE provided students with instruction in English as a Second Language (ESL), native language arts (NLA), and bilingual content area instruction. The project also provided staff development, career education, parental involvement, and cultural activities. The evaluation was conducted using student and director questionnaires, test scores, and interviews. Analysis found that the project was fully implemented and met its objectives for NLA, ESL, career development, extracurricular activities, staff development, staff awareness of pupil problems and needs, curriculum development, and parental involvement. It partially met its content area objectives. While attendance was higher for the project students at both sites, the project met its objective for attendance at only one site. Programming at one site was particularly successful in meeting students' needs for family outreach and counseling. (JB)

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OREA Report

Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE)

Grant Number: T003A80102

1990-91

FINAL EVALUATION PROFILE

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Choosing Optional Infused Career Education
for Students in High School Bilingual Programs
(Project CHOICE)
Grant Number: T003A80102
1990-91

FINAL EVALUATION PROFILE

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7/26/91

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This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Research, Evaluation, and Assessment.

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FOREWORD

The body of this report is preceded by an Extract which presents an overview of salient points of the project: funding cycle; enrollment figures; background of students served; admission criteria; and programming features, strengths, and limitations, including the outcome of all objectives. The extract also presents the conclusions drawn by the Office of Research, Evaluation, and Assessment (OREA) about the program and its recommendations for program improvement.

The extract is followed by the body of the report, titled Program Assessment. This includes such information as staffing, program implementation, and outcome and implementation objectives. Instructional objectives are presented first, followed by noninstructional objectives. The report then addresses those aspects of programming mandated by Title VII regulations that do not have specifically stated objectives. This may be information on attendance and dropout rate, grade retention, mainstreaming, referrals out of the program to meet special needs of the students, and withdrawals. A case history concludes the report.

Data for this profile were collected and analyzed using a variety of procedures, which are described in Appendix A following the text.

Office of Research, Evaluation, and Assessment
New York City Public Schools

E.S.E.A. Title VII Evaluation Profile

Choosing Optional Infused Career Education for Students in High School Bilingual Programs (Project CHOICE)

Grant Number: T003A80102
1990-91

EXTRACT

PROJECT DIRECTOR: Janine Anastasiadis FUNDING CYCLE: Year 3 of 3

SITES

High School	Borough	Grade Levels	Enrollment* (fall)	Enrollment* (spring)
Fort Hamilton	Brooklyn	9 - 12	239	239
Springfield Gardens	Queens	9 - 12	141	136

*The project enrolled 437 students (60 more than in the previous year), serving 380 in the fall and 375 in the spring.

STUDENT BACKGROUND

Many project students were raised in their native country by relatives and had recently arrived in the United States to rejoin their parents. Students and parents had usually been separated for a long time and the reunion was sometimes difficult. Frequently, students' families were of low socioeconomic background and had to live with relatives. Some of the students were homeless, and many had child care responsibilities.

Native Language	Number of Students
Spanish	282
Haitian Creole	150
Unreported	5

Countries of Origin	Number of Students
Haiti	150
Dominican Republic	106
Mexico	40
Puerto Rico	37
Ecuador	23
El Salvador	16
Peru	12
Guatemala	10
Other	35
Unreported	8

Mean Years of Education in Native Country: 7.8; in the United States: 2.5

Percentage of Students Eligible for the Free Lunch Program: 77.3

ADMISSION CRITERIA

Students who scored at or below the 40th percentile on the Language Assessment Battery (LAB) were eligible to participate in the program.

PROGRAMMING

Features

Project CHOICE targeted two high schools with a recent influx of immigrants of limited English proficiency (LEP). The program provided students with instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and bilingual content area instruction. Project CHOICE also provided staff development, career education, parental involvement, and cultural activities.

Strengths and Limitations

Fort Hamilton High School reported that the program was particularly successful at meeting students' needs for family outreach and counseling. Additional support staff would have benefited the program at both sites.

CONCLUSIONS AND RECOMMENDATIONS

Project CHOICE was fully implemented. It met its objectives for E.S.L., N.L.A., career development, extracurricular activities, staff development, staff awareness of pupil problems and needs, curriculum development, and parental involvement. It partially met its content area objectives. While attendance was higher for project students at both sites, the project met its objective for attendance at only one site.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Explore ways to lower dropout rate.
- Identify ways to improve project students' attendance at Springfield Gardens High School.
- Identify ways to meet the objectives in content area subjects.

PROGRAM ASSESSMENT

STAFFING

Title VII Staff (Total 5):

Title	Degree	Language Competencies	Title VII Funding
Project Director	M.A. (2)	Spanish, Haitian Creole	Part time
Resource Specialist	B.A.	Haitian Creole	Part time
Resource Specialist	B.A.	Spanish	Part time
Paraprofessional	College credit	Spanish	Full time
Paraprofessional	College credit	Haitian Creole	Full time

Other Staff Working With Project Students (Total 25)

Degree		Certification		Language Competencies	
Ph.D.	1	English	2	Spanish	12
MA.	15	E.S.L.	7	Haitian Creole	5
MS.	2	Art	1	French	7
BA.	4	Social Studies	1	Italian	4
BS.	1	Fine Arts	1	Greek	2
		E.S.L. and French	2	Arabic	1
		Bilingual	4	Mandarin	1
		Business	1	Cantonese	1
		Unreported	6		

IMPLEMENTATION AND OUTCOMES (Objectives prefaced by •)

English as a Second Language (E.S.L.)

Fort Hamilton High School		Springfield Gardens High School	
Level	Periods Weekly	Level	Periods Weekly
Beginning	15	Beginning	10
Intermediate	10	Intermediate	10
Advanced	10	Advanced	10
Transitional	10	Transitional	5

For teaching E.S.L., staff used computer-assisted, small-group, and individualized instruction as well as cooperative learning, cognitive methods, and peer tutoring. Instructional materials included:

E.S.L. 1 (L100) Reading and Writing Skills

E.S.L. 2 (L200) Side By Side 2
Side by Side 2 Workbook

Software: Spell It (Davidson)
Word Attack Skills

- As a result of participation in the program, students will demonstrate an increase in English language proficiency.

Evaluation Instrument: Language Assessment Battery (LAB)*

Pretest: March 1990; posttest: March 1991.

Number of students for whom pre-and posttest data were reported: 282

Mean gain: 9.0 N.C.E.s (s.d.= 10.9)

Mean gain is statistically significant ($t=13.9$, $p<.05$).

Project met objective.

Native Language Arts (N.L.A.)

Estimated percentage of students lacking literacy skills in native language: 20

Fort Hamilton High School offered beginning, intermediate, and advanced levels of Spanish N.L.A. five periods a week.

Springfield Gardens High School offered Haitian Creole N.L.A. five periods a week at the beginning level only.

N.L.A. teachers used reading logs; computer-assisted, small-group, and individualized instruction; cooperative learning; and peer tutoring techniques. Both sites had a variety of textbooks, library books, video and audiotapes, and computer software.

At Fort Hamilton, instructional materials included:

Historia de la Literatura Española e Hispano-Americana (Juventud)
Diccionario de Dificultades (Juventud)
Los 1500 Errores Más Frecuentes de Español (Contental)

At Springfield Gardens, instructional materials included:

Tap (Kiki Wainright)
Rebati Kayy La (Sakad)
Haiti, Ki sa Pou n F'e (Atis Endepandan)

*OREA used a gap reduction design to evaluate the effect of supplementary instruction on project students' performance on the LAB. Since all LEP students in New York City are entitled to such instruction, no valid comparison group exists among these students, and OREA used instead the group on which the LAB was normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.06. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

- As a result of participation in the program, students will demonstrate a significant increase in Haitian Creole/French language achievement.

Evaluation Indicator: Final course grades.

In the fall, 81.6 percent of the 81 students enrolled in Haitian Creole N.L.A. passed their courses; in the spring, 84.8 percent of the 78 students taking N.L.A. passed.

Project met objective.

- As a result of participation in the program students will demonstrate a significant increase in Spanish language achievement.

Evaluation Indicator: Final course grades.

In the fall, 71.2 percent of the 268 students enrolled in Spanish N.L.A. passed; in the spring, 75.6 percent of the 255 students taking N.L.A. passed.

Project met objective.

Content Area Subjects

Both sites offered courses in mathematics, science, and social studies. Springfield Gardens High School also offered a class in typing/business. Content area teachers used computer-assisted, small-group, and individualized instruction; peer tutoring; and cooperative learning strategies.

At Fort Hamilton High School, instructional materials included the following:

	Texts	Software
Mathematics:	Repaso Matemático (Allyn & Bacon) Integrated Mathematics-Course I (AMSCO) Integrated Mathematics-Course II (AMSCO) Refresher Mathematics (Allyn & Bacon)	Mathblaster! (Davidson) Fraction Fever (Spinaker)
Science:	Biología (Silver, Burdett & Ginn) La Materia y la Energía (Merrill)	Enzyme (IBM) EME Human Circulatory System (IBM)
Social Studies:	Nueva Historia de los Estados Unidos Mi Historia Universal (Trillas) Europa, Africa, Asia, Australia Nuestras Constituciones Federales y Estatales	

At Springfield Gardens High School, instructional materials included a social studies videotape, "Cities of the Ancient Mayas", and the following software:

Mathematics:	Algebra Made Painless Pre-Algebra: Essential Math
Science:	Chemical Elements grade 10-12 Cardiovascular Fitness Lab DNA, the Master Molecule
Social Studies:	Life and Career Planning

- As a result of participation in the program 75 percent of the students will achieve a passing grade in the subject areas of mathematics, science, and social studies.

Evaluation Indicator: Final course grades.

Passing Grades in Content Area Courses

	Fall		Spring	
	Total Number	Percentage	Total Number	Percentage
HAITIAN CREOLE				
Mathematics	118	57.6	99	56.6
Science	112	61.6	96	59.4
Social studies	107	90.7	112	82.1
SPANISH				
Mathematics	203	63.1	212	75.0
Science	123	70.7	123	76.4
Social Studies	199	52.8	209	60.8

Project met objective for social studies in Haitian Creole, for science in Spanish, and mathematics in Spanish in the spring semester.

Career Development

- As a result of the program all project students will participate in at least two career education conferences.

Project CHOICE students attended a number of career conferences, including the Kingsborough Community College Fair, the Brandeis University College Fair, the Latino College Expo, the Eleventh Annual Bilingual Career Day, the Citywide Haitian Conference, and the College Expo at Madison Square Garden.

Project met objective.

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

In February, guest speakers from the Haitian Americans United for Progress Center spoke to the students at Springfield Gardens High School. A guest social worker also visited these students. In March, a faculty member from St. Francis College spoke to four N.L.A. classes from Fort Hamilton High School about the college's International Cultural Studies Program.

Project met objective.

Attendance Rate

- **Program student's attendance rate will be significantly higher than that of mainstream students.**

Attendance Rate

High School	Project Students' Rate	Mainstream Students' Rate	Difference
Fort Hamilton	90.8	80.4	10.4*
Springfield Gardens	83.3	82.7	0.6

*$p<.05$

Project met objective only at Fort Hamilton High School.

Dropout Rate

- **Program students will have a 10 to 15 percent lower dropout rate than similar non-program students.**

Dropout Rate

High School	Project Students	Mainstream Student	Percent Difference
Fort Hamilton	1.4	9.5	86
Springfield Gardens	1.3	4.2	69

Project met objective.

Extracurricular Activities

- **The program will organize at least two field trips for target students to historical museums, the UN, etc., to increase their familiarity with American culture.**

Project CHOICE staff organized field trips to increase students' familiarity with their native and American culture. Participating students from both high schools visited the New York State Court of Appeals and the New York State Museum in Albany. Project staff also organized student trips to the Schubert Theater to see "Once on This Island." Students at Fort Hamilton High School went to the Spanish Repertory Theater to see "Café con Leche" and to the American Museum of Natural History. Students at Springfield Gardens High School participated in a multicultural celebration.

Project met objective.

Staff Development

- **Ninety percent of staff taking courses will complete course of study and receive college credit and/or certificates for successful completion of staff training workshops.**

At both sites, 100 percent of project staff enrolled in courses received college credit for successful course completion.

Project met objective.

Staff Awareness Of Pupil Problems and Needs

- As a result of participation in the program there will be an increase in awareness of pupil problems and needs by program staff.

Evaluation Indicator: Staff Awareness Survey.

Thirty-six program staff completed the Staff Awareness Survey. Almost 90 percent of these respondents reported a positive overall assessment of the program; 67 and 72 percent of the respondents demonstrated increased awareness of students' needs and problems respectively.

Project met objective.

Curriculum Development

- By the third year, curriculum specialists will have developed or translated one subject matter oriented instructional unit for teaching E.S.L., mathematics, science and social studies.

Program staff developed or translated Fundamentals in Mathematics (Volume 1), CAI in Mathematics, Our United States (Book 2), N.L.A. level B literacy materials, and a science glossary in both Spanish and Haitian Creole.

Project met objective.

Parental Involvement

- As a result of the program the parents of students in the program will demonstrate more parental involvement than parents of mainstream students.

Attendance of program parents at Open Day/Evening activities at Fort Hamilton and Springfield Gardens High Schools was 54 and 49 percent higher respectively than mainstream parents.

Project met objective.

- The project will offer evening classes in E.S.L./Americanization to parents of program students.

Fort Hamilton High School offered E.S.L./Americanization classes to project parents every Thursday and Friday evening. Springfield Gardens High School offered E.S.L./Americanization classes Tuesdays, Thursdays, and Saturday mornings at the Haitian Americans United for Progress Center.

Project met objective.

STUDENTS WITH SPECIAL ACADEMIC NEEDS

	Number of Students	Percentage
Referred to special education:	1	0.2
Referred to remedial programs:	0	0
Referred to gifted and talented programs:	0	0
Retained in grade:	40	9.2

MAINSTREAMING

Fifteen students (3.4 percent of participants) were mainstreamed.

Academic Achievement of Former Project Students in Mainstream

Twenty of the previous year's participants were mainstreamed. Data on subsequent performance was available for only four students, too few for OREA to make a meaningful evaluation.

CASE HISTORIES

Spanish Component

María was born in Puerto Rico in 1974 and lived there until 1989, when she came to the United States to live. She had a ninth-grade education in Puerto Rico and had maintained a high average. When María entered Project CHOICE as a sophomore, her English LAB score was at the seventh percentile. She was placed in a level three, advanced beginner, E.S.L. class and in an advanced N.L.A. class. Although she had excellent potential, María did not do well at first, confronted as she was with a new culture and a new language, she also had to take on child care responsibilities. María had an inconsistent attendance record, and her academic average in June 1990 was 77 percent.

During the 1990-91 school year, María worked in an after-school program helping other project students prepare for their R.C.T.s. María's average went up to 86; her English LAB score was at the 24th percentile, she passed all the R.C.T.s she took, and she had been absent only two days.

Haitian Creole Component

Anne was born in Haiti in 1973. Her mother had left her in Haiti and gone to the United States where she was employed as a live-in housekeeper for ten years before Anne arrived. Her academic records from Haiti indicated an average of 65. When tested upon arrival, she did not speak English at all, and her LAB score was in the first percentile. Anne's native language scores indicated high oral language development but limited skill in reading and writing.

Anne had to adjust to a new school with different instructional strategies as well as a new culture, a new country, and a new language. She also had the responsibility for her siblings and the household and was often absent or late for school. She was admitted to project choice in the fall of 1989. Project staff helped her to progress academically: she received extensive individualized tutoring in the project's Bilingual Enrichment Center and after-school help to pass her R.C.T.s. She achieved an outstanding attendance record and an academic average of 86.6 percent. She was inducted into Arista, the national honor society. Anne aspired to become a registered pediatric nurse and was accepted into the special science program for high school students at St. John's University.

The bilingual resource specialist and the educational assistant worked to involve Anne's family in program activities. They persuaded her mother to join the project's Saturday class for parents, resulting in a gain in her English proficiency.

APPENDIX A

DATA COLLECTION AND ANALYSIS

Student Data Form

This one-page form is filled out by staff for each participating and mainstreamed student. OREA gathers data from this form on backgrounds, demographics, academic outcomes, attendance, referrals, and exit from the program.

Project Director's Questionnaire

The Project Director's Questionnaire includes questions on staff qualifications, program implementation, periods of instruction, and instructional materials and techniques.

Project Director's Interview

The interview gathers information on program and student or staff characteristics not supplied by the Project Director's Questionnaire. The interview also allows project staff to offer qualitative data or amplify responses to the Questionnaire.

Citywide Test Scores

OREA retrieves scores centrally from the Language Assessment Battery (LAB) and other citywide tests. For evaluation purposes, these test scores are reported in Normal Curve Equivalents (N.C.E.s). N.C.E.s are normalized standard scores with a mean of 50 and a standard deviation (s.d.) of 21.06. They constitute an equal-interval scale in which the distance is the same between any two adjacent scores. A gain of 5 N.C.E.s is the same whether it is at the lower or the higher end of the scale. N.C.E.s can be used in arithmetic computations to indicate group progress. (Percentile scales, although more familiar to many, are unsuitable for such computations since they are not equal-interval.)

Likert-Type Surveys

Likert-type surveys, in which respondents mark their opinions on a scale from one to five, are used in a variety of ways. They examine student attitudes (i.e., toward school and career, native language use, and native and mainstream cultures). They also assess staff and parent attitude and reactions to workshops and other activities.

Gap Reduction Evaluation Design

OREA uses a gap reduction design for measuring changes in standardized tests. Since no appropriate non-project comparison group is available in New York City, where all students of limited English proficiency (LEP) are entitled to receive supplementary services, OREA compares the progress of participating students with that of the group on which the test was normed. It is assumed that the norm group would show a zero gain in the absence of instruction, and gains made by project students could be attributed to project services. (See "Citywide Test Scores" above.)

To test whether pre/posttest gains are greater than could be expected by chance alone, OREA uses a *t*-test. To determine whether a difference between two proportions (e.g., program and mainstream attendance rates) is greater than could be expected by chance, OREA uses a *z*-test. The level of significance is set at .05 for all tests.